



## FOREST CIRCLE MIDDLE

500 Forest Circle  
Walterboro, SC 29488

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	675 Students	
<b>Principal</b>	Scott Matthews	843-549-2361
<b>Superintendent</b>	Ms. Leila Williams	843-782-4510
<b>Board Chair</b>	Mr. Wayne Shider	843-782-4510

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Average
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

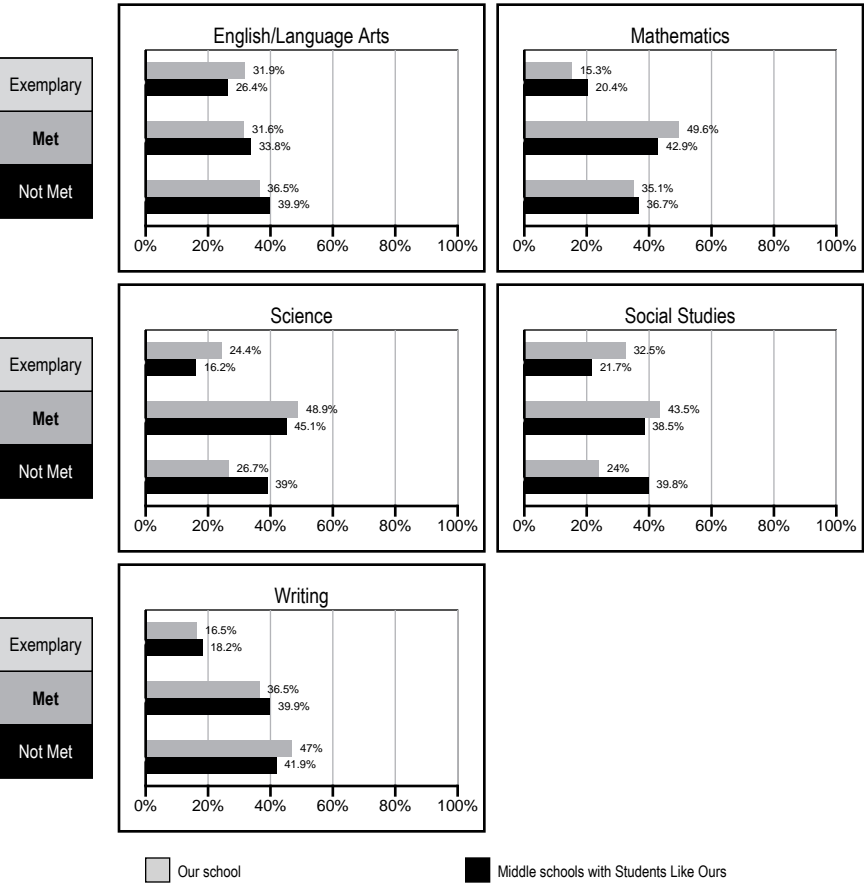
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	1	38	10	2

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.2%
English 1	100.0%	92.0%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	57.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=675)				
Students enrolled in high school credit courses (grades 7 & 8)	9.2%	Down from 37.3%	19.2%	24.5%
Retention rate	1.0%	Down from 3.8%	0.7%	0.7%
Attendance rate	95.3%	No Change	95.8%	95.9%
Served by gifted and talented program	13.9%	Down from 15.4%	13.9%	17.8%
With disabilities other than speech	7.3%	Down from 11.3%	9.7%	9.2%
Older than usual for grade	7.1%	Down from 9.8%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.1%	0.9%	0.4%
Annual dropout rate	2.8%	Up from 1.2%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	31.4%	Up from 22.9%	56.4%	60.0%
Continuing contract teachers	82.9%	Up from 65.7%	82.6%	82.6%
Teachers returning from previous year	81.7%	Up from 76.0%	83.4%	85.6%
Teacher attendance rate	94.7%	Up from 94.2%	95.3%	95.3%
Average teacher salary*	\$38,567	Down 2.5%	\$45,123	\$46,300
Professional development days/teacher	8.9 days	Up from 8.2 days	10.8 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	25.7 to 1	Down from 26.2 to 1	21.0 to 1	21.5 to 1
Prime instructional time	87.3%	Down from 87.5%	90.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	73.3%	Down from 80.1%	96.9%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$4,936	Down 4.8%	\$7,634	\$7,634
Percent of expenditures for instruction**	60.5%	Down from 60.6%	61.7%	64.0%
Percent of expenditures for teacher salaries**	59.2%	Up from 56.1%	59.2%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Forest Circle Middle School continues to make strides in the areas of student achievement and overall school climate. Administrators, teachers, students, parents and community members are working together to develop new ideas and strategies for increased student achievement and to improve the overall school environment. Our teachers and administrators have increased staff development opportunities and continue to focus on analyzing data to drive instruction.

Our report card data, MAP data, and benchmark test data continue to show overall improvements in English language arts, math, science, and social studies. After taking the 2010 Palmetto Assessment of State Standards, our school has increased the absolute report card rating from Below Average to Average and our Improvement rating from Below Average to Average. FCMS also improved by meeting 19 out of 21 Annual Yearly Progress objectives compared to 16 out of 21 Annual Yearly Progress objectives the previous year. Our students and teachers are continuing to work hard this year implementing new programs, and we are confident that our students will succeed on the PASS test this year.

New this year is the implementation of periodic standards-based common assessments that allow teachers to monitor student progress throughout the year. Teachers are able to collaborate and use the common assessment data to target specific areas of weakness for all students. Also, FCMS is excited about the new Positive Behavior Intervention Program that was implemented this year to improve student behavior. School wide rules and expectations were developed and taught throughout the year. Students that met their behavior goals received numerous incentives throughout the year. FCMS continues to encourage students to read by conducting an Accelerated Reading program daily through our daily independent reading time. FCMS also established the new Powerschools parent portal which allowed students and parents to monitor attendance, grades and discipline online.

We welcome all student, parent, teacher and community feedback as we continue to strive for excellence. By working together, all students can succeed.

Sara Gardner, SIC Chair  
Scott Matthews, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	202	135
Percent satisfied with learning environment	100.0%	70.6%	75.2%
Percent satisfied with social and physical environment	94.7%	75.0%	71.6%
Percent satisfied with school-home relations	52.6%	82.5%	75.2%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.9%	0.0%	No
Student attendance rate	95.3%	94.0%**	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	664	99.7	36.5	31.6	31.9	76.5	77	82.4	No	Yes
Gender										
Male	316	99.7	41	32.3	26.7	71.7	72.6	78.7	N/A	N/A
Female	348	99.7	32.4	30.9	36.6	80.8	81.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	356	99.4	28	31	41	81.4	83.9	88.9	Yes	Yes
African American	284	100	47.6	31.4	21	70.1	70.1	72.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	80.6	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87.1	83	I/S	I/S
Disability Status										
Disabled	70	100	79.4	16.2	4.4	36.8	37.6	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	41.2	41.2	17.6	70.6	82.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	487	99.8	42.2	31.9	25.9	71.9	73.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	664	99.7	35.1	49.6	15.3	77.4	76	81.9	Yes	Yes
Gender										
Male	316	99.7	36.3	48.7	15	74.7	74.4	79.9	N/A	N/A
Female	348	99.7	33.9	50.5	15.6	79.9	77.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	356	99.4	25.7	52.5	21.8	83.2	83.8	88.9	Yes	Yes
African American	284	100	47.6	46.1	6.3	70.5	68.2	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	100	94.6	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	79	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.9	84.4	I/S	I/S
Disability Status										
Disabled	70	100	69.1	26.5	4.4	44.1	39.3	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	23.5	47.1	29.4	76.5	85.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	487	99.8	41.8	46.7	11.6	72.8	72.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	447	99.8	26.7	48.9	24.4	73.3	67.1	68.6
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**Gender**

Male	217	99.5	28	44.9	27.1	72	67	68.3
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Female	230	100	25.5	52.7	21.8	74.5	67.2	68.9
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**Racial/Ethnic Group**

White	237	100	18.9	48.2	32.9	81.1	79.7	80.7
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African American	192	99.5	36.3	50	13.7	63.7	55.3	51.4
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	72.7	85.3
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	70	61.6
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.5	70.8
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**Disability Status**

Disabled	42	100	70.7	22	7.3	29.3	34.5	35.7
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
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**English Proficiency**

Limited English Proficient	12	100	46.2	30.8	23.1	53.8	61.9	60.7
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**Socio-Economic Status**

Subsidized meals	330	99.7	30.9	49.8	19.2	69.1	62.6	57.3
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**Social Studies**

All Students	445	99.6	23.6	43.7	32.7	76.4	71.8	72.5
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**Gender**

Male	206	100	25.9	37.3	36.8	74.1	73.1	72
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Female	239	99.2	21.7	49.1	29.2	78.3	70.5	73.1
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**Racial/Ethnic Group**

White	246	99.2	19.1	39.6	41.3	80.9	78.3	81
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African American	184	100	28.7	50	21.3	71.3	65.3	60
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.9	89
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	68.2	69.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.7	73.5
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**Disability Status**

Disabled	42	100	57.5	35	7.5	42.5	46.8	40.5
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
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**English Proficiency**

Limited English Proficient	10	I/S	41.7	33.3	25	58.3	70.5	69.7
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**Socio-Economic Status**

Subsidized meals	323	99.4	28.2	44.9	26.9	71.8	67.2	62.9
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	235	99.2	46.5	36.8	16.7	53.5	59.2	73.2	95.3	95.5
Gender										
Male	112	99.1	57.4	33.3	9.3	42.6	51.2	67.2	94.8	95.3
Female	123	99.2	36.7	40	23.3	63.3	67.4	79.4	95.8	95.6
Racial/Ethnic Group										
White	121	99.2	42.4	38.1	19.5	57.6	68.8	81.5	94.6	94.7
African American	105	99.1	52.5	35.6	11.9	47.5	50.7	61.3	96.1	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87	97.8	97.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	38.5	66.7	97.4	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60	72.2	96.3	94
Disability Status										
Disabled	33	100	N/AV	N/AV	N/AV	12.5	14.6	26	94	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	99.9	96.2
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	57.1	65.7	97.4	96.4
Socio-Economic Status										
Subsidized meals	183	98.9	51.4	35	13.6	48.6	54.5	63.2	94.9	95.3

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	222	99.1	20.8	41.1	38.2	79.2
	7	238	98.7	41	28.8	30.2	59
	8	203	100	40.6	30.7	28.6	59.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	205	100	41.3	31.6	27	58.7
	7	230	100	32.6	26.5	40.9	67.4
	8	229	99.1	36	36.5	27.5	64
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	222	99.1	33.3	48.3	18.4	66.7
	7	238	98.7	42.8	42.8	14.4	57.2
	8	203	100	56.8	30.7	12.5	43.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	205	100	33.7	50	16.3	66.3
	7	230	100	28.8	50.2	20.9	71.2
	8	229	99.1	42.3	48.6	9	57.7
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	107	100	33.7	54.5	11.9	66.3
	7	235	100	29.3	49.5	21.2	70.7
	8	98	100	33	34	33	67
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	101	100	36.7	58.2	5.1	63.3
	7	230	100	23.3	47.4	29.3	76.7
	8	116	99.1	24.6	43.9	31.6	75.4

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	113	100	24.3	59.8	15.9	75.7
	7	235	100	45.5	36.5	18	54.5
	8	105	100	29.6	38.8	31.6	70.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	104	100	21.4	57.1	21.4	78.6
	7	230	99.6	28	34.6	37.4	72
	8	111	99.1	16.8	49.5	33.6	83.2
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	223	99.6	38.6	41.4	20	61.4
	7	237	99.2	42.7	37.3	20	57.3
	8	201	99.5	45.3	40.1	14.6	54.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	235	99.2	46.5	36.8	16.7	53.5

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample